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Access for all: Using mobile and open education to secure success in underserved settings

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How to cite:

Henry, Fiona and Seal, Tim (2016). Access for all: Using mobile and open education to secure success in underserved settings. In: UNESCO Mobile Learning Week 2016, 7-11 Mar 2016, UNESCO HQ, Paris, France.

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Version: Version of Record

Link(s) to article on publisher's website:

http://www.unesco.org/new/fileadmin/MULTIMEDIA/HQ/ED/pdf/RANKINGS/09_Room6_PM_Track2_SealHenry.pdf

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Access for all: Using mobile and open education to secure success in underserved settings

Mobile learning Week
UNESCO, Paris
9th March 2016

Teacher Education
through School-based
Support in India

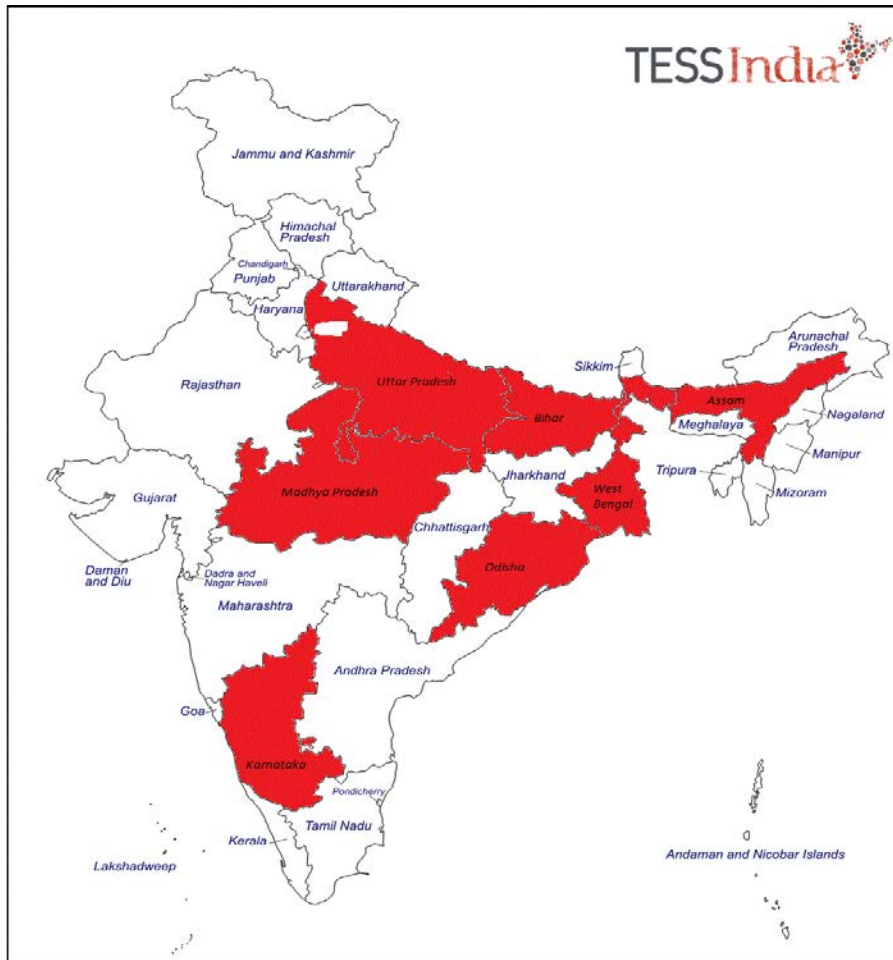


Fiona Henry & Tim Seal, The Open University UK

Background



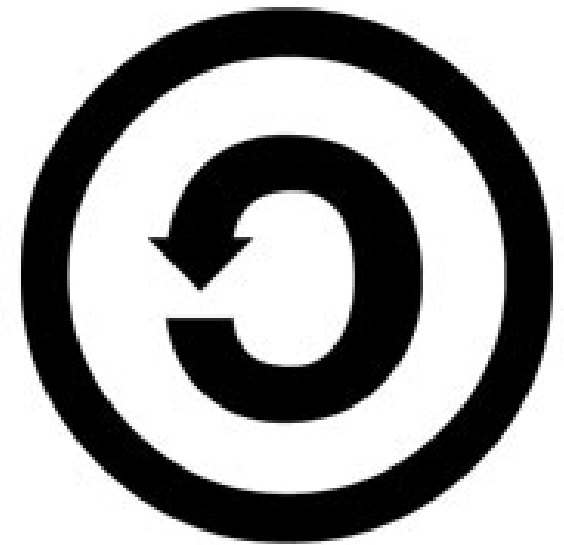
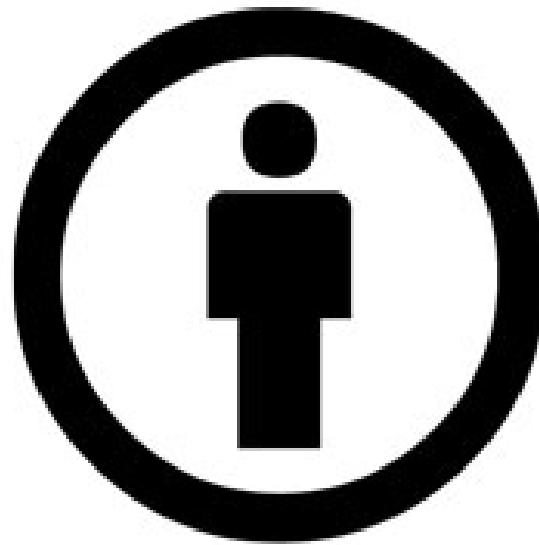
The Indian context



State	Population	No. of children in schools	No. of teachers in each state
Assam	31, 000, 000	7, 120, 000	297,000
Bihar	104, 000, 000	25, 250, 000	399,000
Karnataka	61, 000, 000	9, 700, 000	381,000
Madhya Pradesh	73, 000, 000	18, 400, 000	469,000
Odisha	42, 000, 000	7, 630, 000	267,000
Uttar Pradesh	200, 000, 000	48, 560, 000	864,000
West Bengal	91, 000, 000	17, 500, 000	419,000
Totals	602, 000, 000	134, 930, 000	3,096,000

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TESSIndia 



What?

TESSIndia 



TESS-India approach

Learner-centred, participatory pedagogies

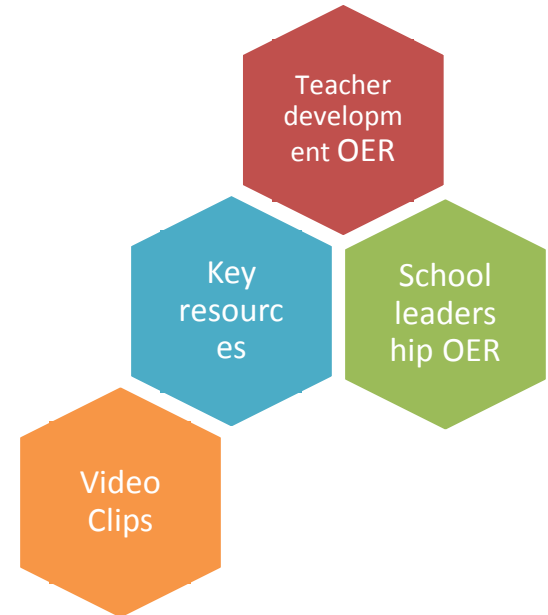


- Transformational change, working within existing systems and policy
- Teachers are at the centre of classroom change and a re-conceptualisation of their role and their relationship with learners is key
- The OER

...model ways of engaging in participatory pedagogies in classrooms for both teachers and teacher educators

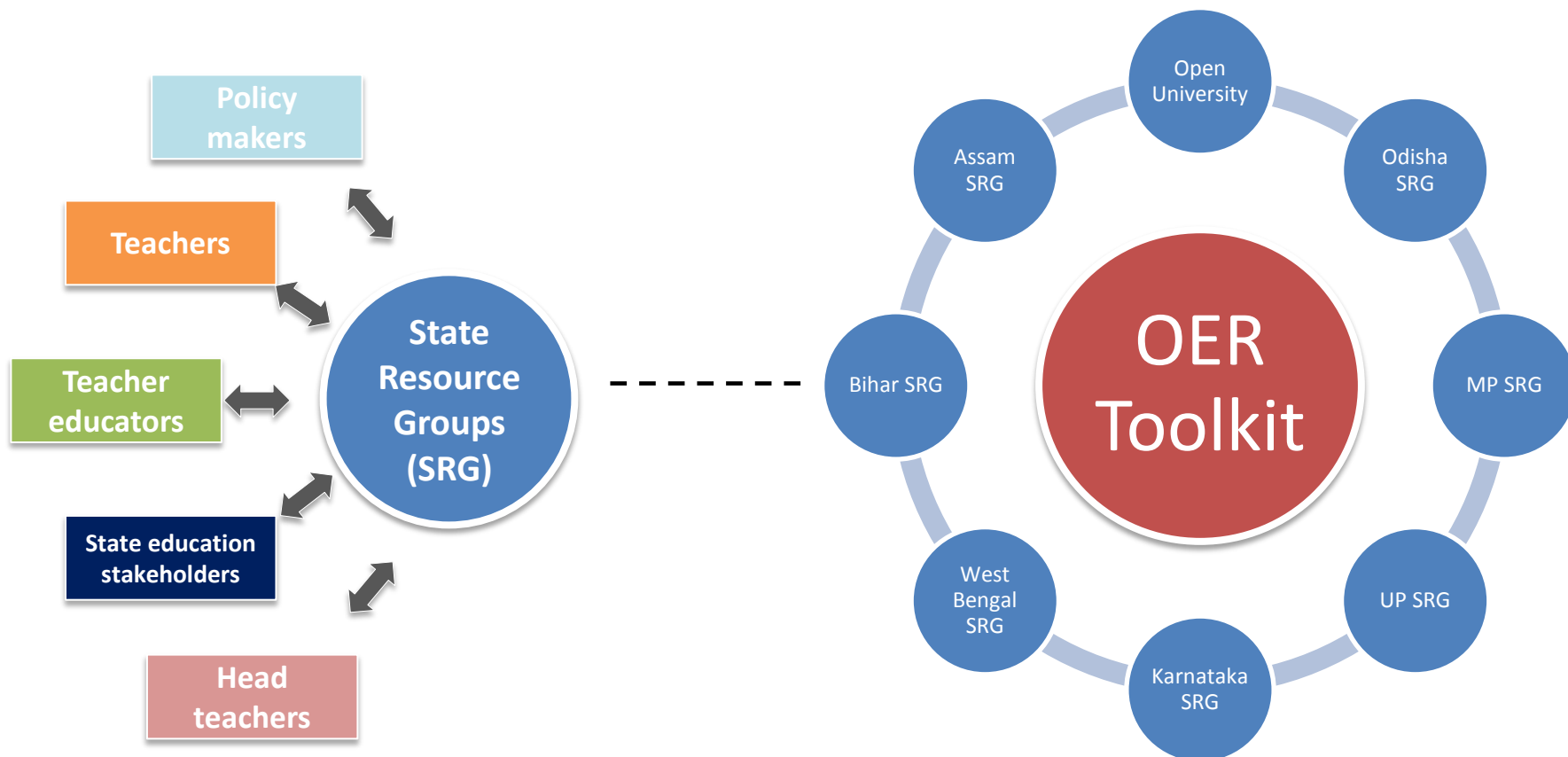
...form a flexible toolkit, not an instructional program. They acknowledge change is embedded within the realities of teachers' own practice

...support the development of reflective practices, treating teachers and teacher educators as professionals able to make judgements on their students' learning



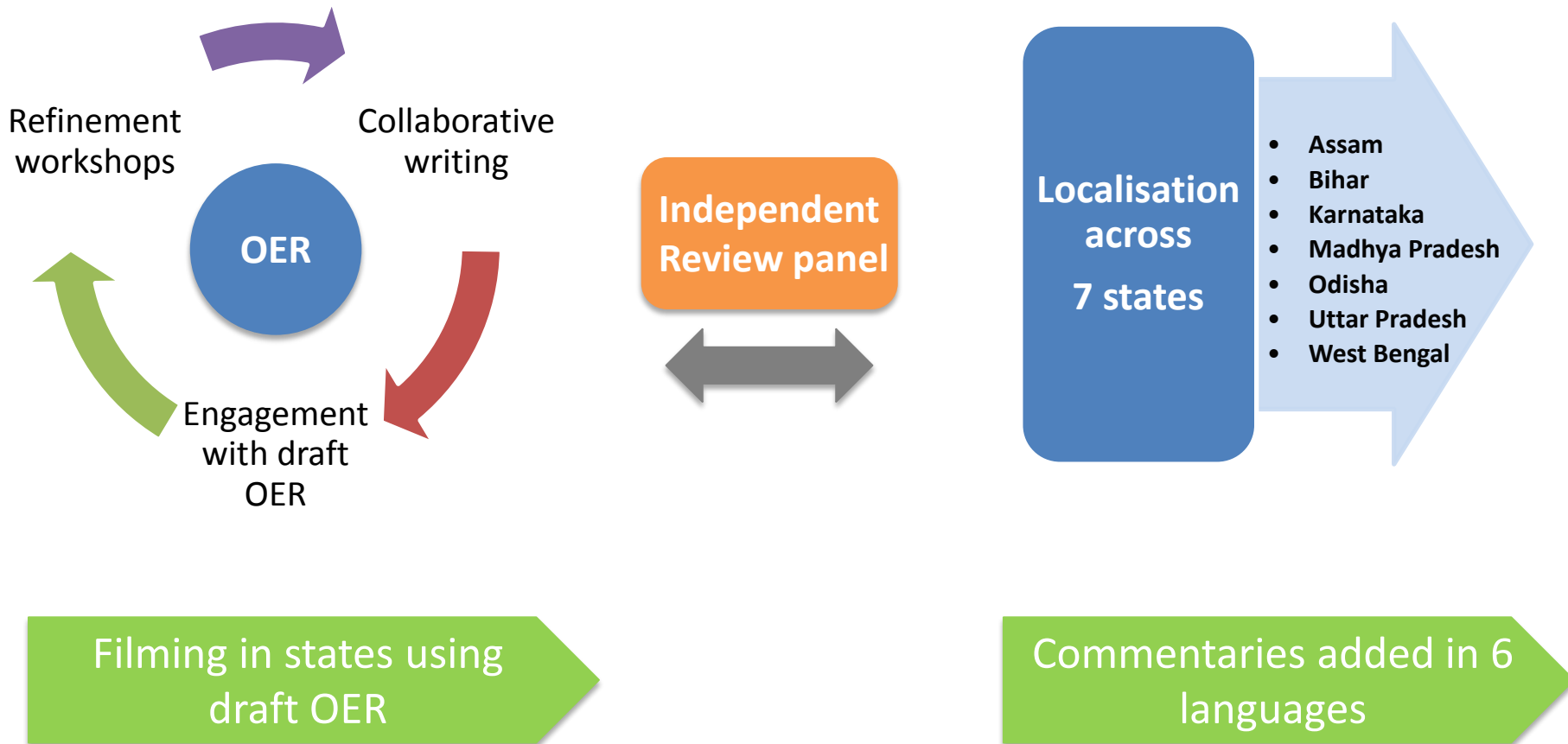
Open development space

Collaboration is key



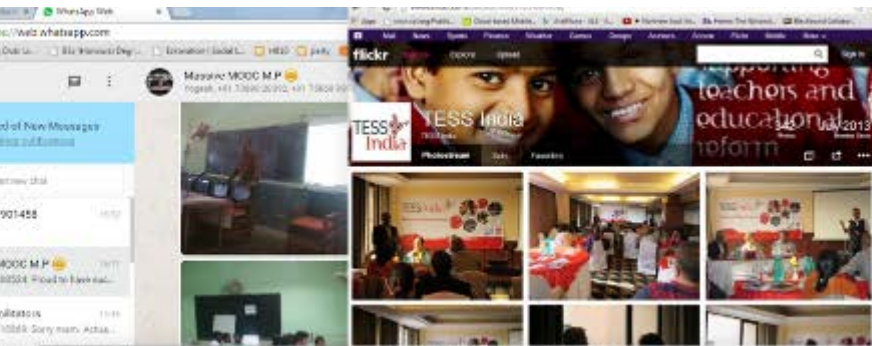
Open development space

Collaboration is key



How?

TESSIndia



From access to integration

- Technology enables access (being available, accessible)
- For change to occur, we must consider access as having a broader meaning (accessible and useable in-context within existing systems)
- TESS-India OER will be used in diverse school and classroom contexts
- State, district and institutional support will vary and mediate access to the OER
- Toolkit is infinitely adaptable and flexible for use in different cultural and environmental contexts and to meet a range of teacher development needs
- Participants choose the pathway through the OER and the 'pace' of study



Co-evolution of shared practice

Participation is key



Movement in practice of teachers arises from enactment of the pedagogy modelled in the OER with their learners




Embedded OER use in daily practice with

- Teacher educators in colleges
- Local teacher educators
- School headteachers and Teachers




TESS-India State Resource Groups (SRG) act as 'brokers', enabling dialogue across levels and co-evolution shared practice with the OER.

TESS-India MOOC



MY COURSES



HONOR CODE

Enhancing teacher education through OER: Tess-India

OECx - TESS101x
Ended - Jan 15, 2016

Support teacher development

Introduction

- Giving and receiving feedback
- Presenting your ideas and giving feedback**
Week 3 Peer Assessment due Dec 19, 2015 at 23:30 UTC
- Receiving feedback
- Reviewing your learning

- Week 4: Developing your own practice with OER
- Week 5: Selecting and using OER
- Week 6: Integrating OER into teacher education
- End of course checklist and survey

ments TESS-India OER Instructor

VIEW UNIT IN STUDIO

Using video to support active


(Allow approximately 20 minutes)

The TESS-India OER video below shows a primary school teacher working with a multigrade class. He is the only teacher in the school and teaches 90 pupils spanning Class I to Class V.

1. Watch this video and, as you do so, list the key things that you notice. What do you think are the main points that the video makes about learner-centred pedagogy?

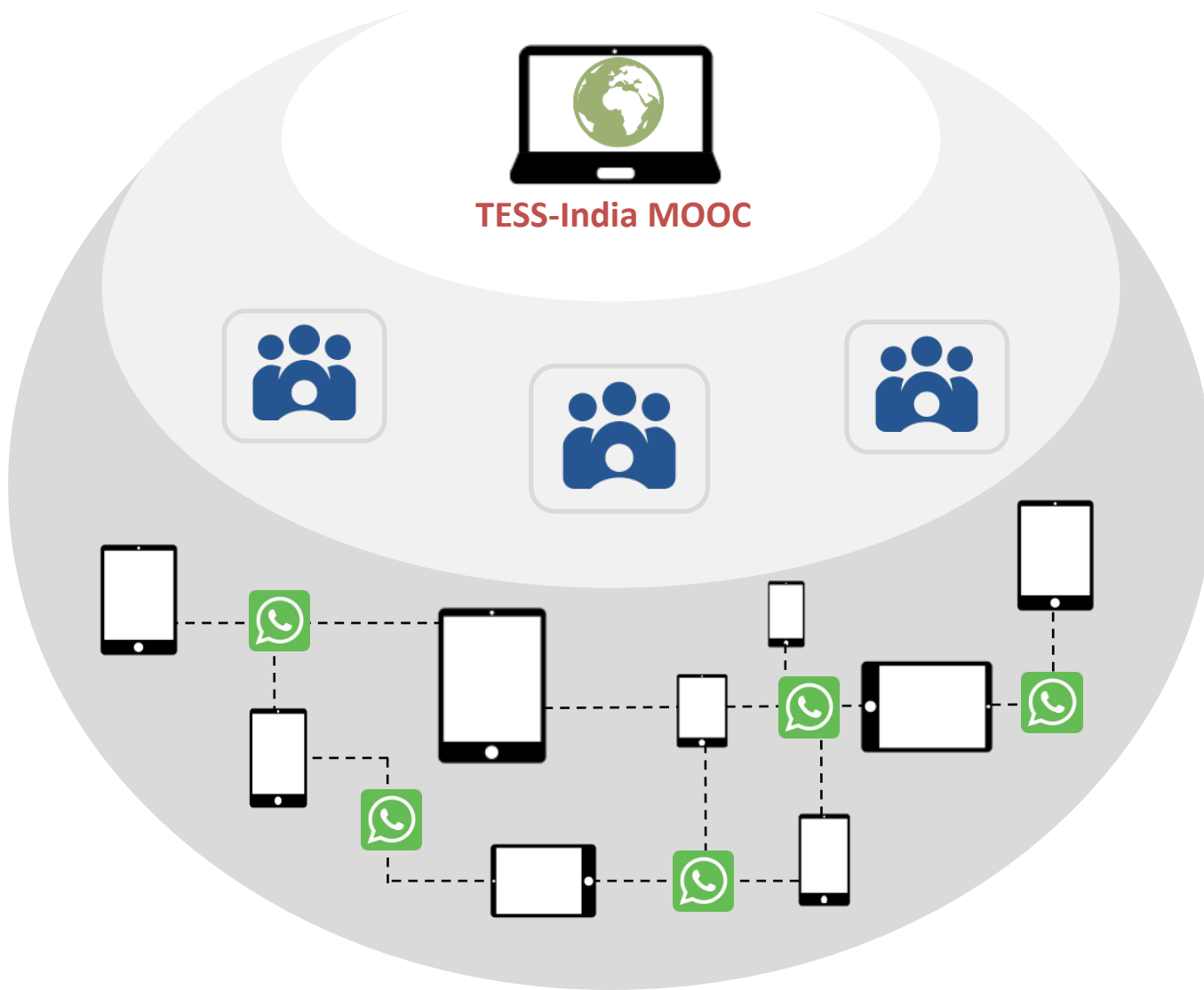
STAFF DEBUG INFO

USING GROUPWORK: LOWER PRIMARY SCIENCE



Commentary: In a multigrade primary school around 90 students from different linguistic backgrounds

A unique model of support



MOOC with online
facilitation

Facilitated face-to-
face workshops

Participant created
and led WhatsApp
groups

- 10, 236 participants over 2 presentations
- **51%** completion rate
- **43%** completers female (47% participants female)
- **40%** completers from rural/semi-rural locations (42% participants rural/semi-rural)

Thank you - Questions

Website: www.TESS-India.edu.in

YouTube: <http://tinyurl.com/TESS-India-video>

Facebook: <http://tinyurl.com/facebook-TESSIndia>

Twitter: [@TESSIndia](https://twitter.com/TESSIndia)

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